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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the following: (1) humorous children's literature and divergent thinking; (2) the development of children's ability to apprehend and distribute attention to important elements in prose; (3) death in selected Puritan works of children's literature; (4) humor in the science fiction short story from 1940 to 1960; (5) the credibility of foster home situations portrayed in contemporary realistic fiction for purposes of reading guidance; (6) differences in the literary response of fourth grade students to a fairy tale and to an instructional story; (7) the effects of reading literature and teaching concept development on ninth grade students' attitudes toward the mentally handicapped; (8) a curriculum plan for problem solving using children's literature; (9) male and female sex roles in literature for adolescents; (10) the theory, style, and politics of feminist literary criticism; (11) changes in adolescent literature with homosexual motifs, themes, and characters; (12) goals for teaching literature to college bound students as perceived by high school teachers, college professors, and college students; and (13) the portrayal of Blacks, Mexican Americans, and American Indians in selected secondary school American literature textbooks adopted in Texas. (HTH)

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Literature, Literary Response, and the Teaching of Literature:

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MONTEIRO LOBATO AND THE RENEWAL OF CHILDREN'S LITERATURE IN BRAZIL

Order No. DA8216894

BARROS, MARIA DIRCE DO VAL, PH.D. *Tulane University*, 1982. 142pp. Co-Chairmen: Almir C. Bruneti, Nancy J. Nystrom

In spite of the tremendous popularity enjoyed by Monteiro Lobato's books for children, and despite the spread of his popularity beyond Brazil, studies of his works have generally been scarce. Those that do exist have failed to present to the public an objective evaluation of Monteiro Lobato's writings for children. Perhaps the most important reason for the paucity of criticism is that children's literature has never been regarded as literature worthy of serious attention. This attitude has resulted in several misconceptions about Monteiro Lobato's work. The purpose of this study is to clarify Monteiro Lobato's blurred profile in order to arrive at a more comprehensive perspective on his books for children, one which will achieve an unbiased evaluation of his overall contribution to the revitalization of children's literature in Brazil. Through this investigation of specific published material in the field, a set of criteria for evaluating children's books was established and applied to Monteiro Lobato's books for children in order to determine the outstanding qualities in his books, as compared to similar books in Brazil. Finally, the findings were synthesized and analyzed resulting in the thesis that Monteiro Lobato's works were a direct response to a need to lead the development and writing of children's literature in Brazil down new, diverse and relevant paths.

SPEAKING OF NOTHING: A STUDY OF NEGATIVES IN THE CONTEXTS OF LITERATURE

Order No. DA8223763

BARTLETT, BERTRICE CROWE, PH.D. *Washington University*, 1982. 194pp. Chairman: Carter Revard

This study argues that verbal negatives, because of their linguistic complexity, cognitive complexity, emotive force, and orientation toward the reader, interact with other elements of the text to add a potent aesthetic dimension to the experience of reading literature. Verbally, negatives cancel other elements of the text, creating a variety of backward checks to the forward movement of the reading process. The canceling power built intricately into the grammar of English, gives negative terms and sentences potential for a range of rhetorical effects. In differing forms, negatives serve to increase intellectual density, heighten emotional force, point and suggest contrasts, cancel and implant expectations. They also, by circumlocution and evasion, introduce small puzzles and mysteries into the reading experience and involve the reader in semantic games or verbal conundrums.

Within the text, negative statements (and to some extent negative terms) carry several levels of meaning simultaneously. In themselves ambiguous and indeterminate, they prompt the reader to search for clarification in the surrounding text. Because they raise alternative possibilities, they enlarge the context within which affirmative statements are understood and thus bring in a level of evaluation. As evaluations--denying judgements, expectations, or beliefs--negatives raise questions about the source of evaluation. The reader must locate within the relations of the text--author, reader, characters--the origin both of the belief denied and of the denial. Because of their associations in individual psychology, human social behavior, and language itself, evaluations under negation always to some extent address and implicate the reader; in the forms of rejections and prohibitions, insistently so. But on the surface of the text they provide subtle means for indicating a character's psychological conflict, for intruding the authorial voice, or for establishing dual awareness.

The most striking interplay of the possibilities brought into the text by negation, however, is between the linguistic level of verbally evoked visual images and the cognitive levels of cancellation and evaluation. Because readers respond more quickly to imagistic than to cognitive language, negated images engage the reader's imagination in constructing elaborate visualizations of matters paradoxically claimed to be absent, unseen, imperceptible, or untrue.

HUMOROUS CHILDREN'S LITERATURE AND DIVERGENT THINKING

Order No. DA8216877

BENNETT, PRISCILLA B., PH.D. *University of South Florida*, 1982. 120pp. Major Professors: A. Edward Uprichard, Frances S. Goforth

The main purpose of this study was to discover if students who listened to humorous passages of children's literature scored higher on divergent thinking as measured on Torrance Tests of Creative Thinking (TTCT) than students who listened to non-humorous passages. The independent variables were: (a) humorous and non-humorous passages, (b) low divergent and high divergent passages, and (c) routine, dramatic, and taped reading. The dependent variables were: (a) results on the TTCT, and (b) results on an opinionnaire which measured liking of the passage.

The subjects were 144 fifth grade students in groups of 12, each group from a different school. These 12 groups formed a 2 x 2 x 3 factorial design. Each group received one treatment combination and was evaluated by both evaluation instruments. The mean scores on the tests from each group were analyzed with a set of planned orthogonal comparisons.

The results did not show that listening to humorous literature resulted in significantly higher divergent responses than did listening to non-humorous. Rather, it was shown that listening to low divergent passages resulted in significantly higher ($p < .05$) TTCT scores than listening to high divergent passages. It was theorized that the high divergent passages inhibited listener divergency by being such good examples that listener divergency was not required. Listening to non-humorous passages in the taped presentation was the exception to this finding.

The comparison between routine and dramatic reading resulted in significantly higher ($p < .05$) TTCT scores for the dramatic reading. This finding emphasizes the importance of aduit enthusiasm in oral reading when the production of divergent responses is desired.

It was hypothesized that the subject matter of the passages was an additional factor interacting with the method of presentation. When the subject matter of the passage might have provoked adult disapproval, significantly higher ($p < .05$) divergent responses resulted from the taped presentations where there was no adult present. Similarly, when the subject of the passage might have engendered peer disapproval, significantly higher ($p < .05$) divergent responses resulted from the taped presentation where there were no peers present.

DEVELOPMENT OF CHILDREN'S ABILITY TO APPREHEND AND DISTRIBUTE ATTENTION TO IMPORTANT ELEMENTS IN PROSE

Order No. DA8208291

BUSS, RAY RICHARD, PH.D. *The University of Wisconsin - Madison*, 1981. 170pp. Supervisor: Professor Steven R. Yussen

The development of children's ability to apprehend and distribute attention to important elements in prose was investigated in two experiments. Previous research provided indirect evidence that increases in metacognitive abilities (e.g., selective attention processes) among older subjects were related to increased performance on recall, etc. In the present experiments, a more sophisticated method was used to examine this claim. Two hundred-forty 3rd-, 5th-, and 7th-graders, and college students participated in the two experiments. Subjects were randomly assigned to one of two perspectives--burglar or control. They read a test passage consisting of 58 idea units which were of two types (i.e., burglar-relevant and burglar-irrelevant). An Apple computer presented each of the idea units for the test passage (and for a covariate reading rate passage) one-at-a-time and measured the reading time for each unit. In Experiment 2, the computer also presented a set of inserted probes to measure "intensity of attention" during reading. After subjects read the test passage, they were tested, on recall, probed recall, and idea unit importance rating measures. Results from Experiments 1 and 2 formed a complex, but consistent pattern. Grade effects were found for recall and probed recall. Perspective effects were observed for recall and importance rating measures. However, in the present developmental context, significant interactions of idea unit type with the grade and perspective variables were more critical. Differential performance on burglar-relevant idea units for recall, probed recall,

and importance rating measures indicated that older subjects as well as experimental subjects made better use of the perspective instructions to facilitate their performance. These results were interpreted in terms of increases in older subject's metacognitive abilities. Specifically, older and experimental subjects were better able to use perspective instructions to construct a schema which served as an organizing framework for the text. Thus, the schema may have facilitated encoding and retrieval processes. Therefore, differential performance for recall, probed recall, and importance rating measures can be accounted for by (1) an increasing sensitivity to task demands and use of appropriate strategies (i.e., metacognitive ability) by older subjects who (2) used an appropriate schema. Finally, implications for teaching reading to school-aged children were discussed.

DEATH AND THE CHILD: AN HISTORICAL ANALYSIS OF SELECTED PURITAN WORKS OF CHILDREN'S LITERATURE WITH IMPLICATIONS FOR MODERN EDUCATION

Order No. DA8221473

CARDWELL, PATRICIA BROWN, PH.D. *The Catholic University of America*, 1982. 431pp.

This study analyzes the concept of death presented to Puritan children and draws from these findings implications for modern education. The author initially establishes special needs of children regarding death as determined by modern psychological findings. Specific concerns of children are the need to learn about death in a manner developmentally appropriate, the need to relieve fears of separation and loss, and the need to understand that there are also transcendent meanings attached to death. These various terms serve as standards to provide a checklist for evaluation.

The author explores the Puritan view of death expressed through literature and public and private documents. The seventeenth century Puritans were a religious people who strictly observed their faith and stressed the need for childhood conversion and early preparations for death. Modern approaches to death, however, emphasize a more materialistic view and display reactions of avoidance and denial.

With regard to the Puritan literature available to children or written especially for them, the author determined which books were representative and popular, as acknowledged by experts in history and children's literature. These books emphasized death because ideas of sin and salvation were matters of intense concern. They also stressed spiritual values to conquer and overcome death.

Modern children's literature, much more diverse and pluralistic, reflects the adult world and emphasizes coping with the emotions of fear and grief, and with personal adjustment after a death has occurred. Few books deal with personal death and terminal illness. Modern fiction and non-fiction books speak to a child's emotional and intellectual understanding, and rarely seek to further spiritual understanding.

Among the conclusions are the finding that Puritan books, while not alleviating fear and grief, did give children the means to triumph over these fears. Modern books tend to give more information and less inspiration. Implications for modern education go to the heart of the child's questions about death--questions difficult to answer with science and technology alone. Death education is necessary for today's world and should present death in a manner to help children enhance the quality of life.

THE MAKING OF A READER: A CASE STUDY OF PRESCHOOL LITERARY SOCIALIZATION

Order No. DA8217096

COCHRAN-SMITH, MARILYN, PH.D. *University of Pennsylvania*, 1982. 521pp. Supervisor: Dr. Bambi B. Schieffelin

Becoming a reader requires shifting from the language strategies used to interpret face-to-face oral interactions to the language strategies used to interpret decontextualized essayist literacy. We know little, however, about the ways children in literate communities make this shift. This study concerns the ways adults help children acquire and develop the literary and social knowledge needed to appropriately interpret and use texts and other printed materials. It focuses on the experiences of one group of preschoolers who are involved in the process of making the transition from oral to written language.

The study was based on participant observation, interviewing and audio-recording of storyreadings over a period of 18 months at a private, middle-class nursery school in a school-oriented Philadelphia community. The primary data base was a corpus of 100 annotated storyreading transcriptions. Storyreadings and literacy events in the nursery school were analyzed according to their structures of interactional and interpretive norms.

Although formal reading instruction was discouraged, print-based activities were pervasive in nursery school life. The children were exposed daily to the uses of literacy and very early developed considerable competence in using reading and writing for a number of purposes.

Nursery school storyreading was located within adult-child social interaction and was characterized by the cooperative negotiation of textual meanings. Three types of adult-child verbal interactions around storyreading were identified: (I) "readiness" interactions that established or maintained a physical and psychological bookreading frame, (II) "life-to-text" interactions that helped story-listeners use their knowledge in order to make sense of texts, and (III) "text-to-life" interactions that helped story-listeners use textual knowledge to make sense of their lives.

THE COMIC UNIVERSE: HUMOR IN THE SCIENCE FICTION SHORT STORY, 1940-1960

Order No. DA8221729

COMPTON, DONNA DAY, PH D. *Texas Christian University*, 1982. 252pp. Adviser: Professor Fred Erisman

One analysis of humor that provides a useful framework for the consideration of humor in the science fiction short story is Max Eastman's *Enjoyment of Laughter*, in which he divides humor into two broad categories, the ludicrous and the witty. This study examines these two types of humor in stories on three central themes of science fiction: society, gadgetry, and the alien.

Most stories on future societies are dystopian and rarely funny, though some, especially those dealing with education, business, and the military, can be. The humor in these is usually satiric, sounding a warning, and so approaches the black humor of modern mainstream fiction more closely than that found in other areas of science fiction.

Stories of gadgetry fall into three categories: stories of time and dimension, which usually employ a machine to manipulate time or space; the gadget story proper, and the robot story. The time or dimension story usually is grounded in incongruity arising from the dislocation of time or space. The gadget story generally has the most superficial, naive humor in science fiction, the writer invents a humorous gadget or one with humorous consequences just for the fun of it. The robot story, especially those in which the robot takes on human qualities, has the richest possibilities of the three for humor, deriving from the incongruities of a machine becoming a person and acting in human ways. The common element in all these varieties of gadgetry is that, in some way, a machine gets out of control.

The most sophisticated humor is found in stories about aliens, the humor arising from the interaction of human and alien cultures and personalities. For humor the aliens must have enough human qualities to be funny in the same way humans are, but directing the laughter at aliens avoids the stigma of cruelty such laughter would have if directed toward humans.

There is relatively little humor in science fiction, largely because writers and critics seldom view science fiction as primarily an entertainment genre. This attitude has prevented science fiction from realizing its full potential for humor.

THE INFLUENCE OF THE INTERACTION EFFECT OF SUBJECT MATTER AND FORM OF SELECTED POEMS ON THE POETRY PREFERENCES OF ELEVENTH GRADE STUDENTS

Order No. DA8213834

COPELAND, JEFFREY SCOTT, PH.D. *University of Missouri - Columbia*, 1981. 128pp. Supervisor: Dr. Ben Nelms

This investigation examined the influence of the interaction effect of subject matter and form of selected poems on the poetry preferences of eleventh grade students. A group of 183 eleventh grade students from five central Missouri high schools read, listened to, and rated twenty-four poems over a three day period.

Two subject categories of poems were used in this study: Nature and Social Commentary. Four forms of poems within these categories were used: narrative/rhymed, narrative/free verse, non-narrative/rhymed, and non-narrative/free verse. The students responded to each poem by marking a cluster of semantic differential scales and writing what they liked or did not like about each poem.

Because the poems used in the study were selected on the basis of meeting characteristics of specific forms and subjects, the conclusions may be generalized to other groups of eleventh grade students but not to other types of poems. Within these limitations, the following conclusions were drawn: (1) The poems of Social Commentary were given a positive rating and were preferred by the eleventh grade students. The Nature poems used in this study were given a neutral rating. (2) The forms non-narrative/rhymed and narrative/rhymed were given the highest ratings by the eleventh grade students. Only one form, non-narrative/free verse, was given a negative rating. (3) A significant interaction did occur between subject matter and form, and preference was influenced by a combination of these factors. The examination of the interaction also indicated that interest in subject outweighed interest in form, but form was also a significant influence on the preferences of the students. (4) The eleventh grade students enjoyed reading and responding to the poems used in the study.

SCIENCE, POETRY, FREE PLAY

Order No. DA8216310

DAVIS, WILLIAM LAMAR, III, PH.D. *Rice University*, 1982. 282pp.

The felt antithesis between science and poetry has a long history. Almost every major theorist of literature, from Sidney through Arnold to Cleanth Brooks, has defined literature in contradistinction to science. This rejection of "scientism" and the simultaneous veneration of the symbolic imagination available in literature reached its zenith in the New Criticism, but it has diminished only slightly in those more contemporary "post-structuralist" theories which view themselves in opposition to New Critical arguments. In fact, the rejection of the scientific model has become the cornerstone in most definitions of literature.

There are a good many ironies in this situation. The opposition of referential and non-referential language has resulted in a certain impotence in those theorists who wish to argue against the heightened anti-humanism of post-structuralist theory. Another irony is that while rejecting the calculative enterprise of science, the formalist impulse allowed the hated objectivism of classical science to sneak in the back door. The final and most important irony is that at the very time when the New Critical theorists were reinvigorating the romanticist rejection of science, science itself was undergoing a radical change in theoretic orientation. Modern science, in fact, has encouraged a movement away from objectification, pure referential meaning, and empirically verifiable truth.

The purpose of this dissertation is to investigate these ironies by exploring some of the ramifications which physics and mathematics, the most "exact" of the sciences, may have for literary theory. The primary goal is to correct the misunderstanding which literary theorists have had about the implications of modern science; a secondary goal is to suggest that some of those implications may prove useful to an understanding of symbolic systems and the poet-text-reader relationship. The dissertation provides a survey of critical theories, with greater emphasis given to more recent arguments. These are compared with the implications of relativity theory, quantum mechanics, the mathematical insights of Kurt Gödel, and the theses of the so-called "new philosophers" of science.

A STUDY TO DETERMINE THE CREDIBILITY OF FOSTER HOME SITUATIONS PORTRAYED IN CONTEMPORARY REALISTIC FICTION FOR PURPOSES OF READING GUIDANCE

Order No. DA8224423

ELLISON, CAROLYN ELIZABETH, PH.D. *Michigan State University*, 1982. 253pp.

The purpose of this descriptive study was to determine the credibility of foster home situations as depicted in realistic fiction written for adolescents, for use in reading guidance situations. The realistic fiction used for this study were twenty-three novels which depicted children who were living with a foster family.

To accomplish this, ten volunteer adults who lived in foster homes during childhood read three of the sample novels and responded to a questionnaire. Three social workers who placed and supervised foster children also read the three novels and responded to the questionnaire.

An interview was conducted with five of the adults who experienced foster care and the three social workers to obtain information regarding their opinions of the three novels. Each of the ten adults who experienced foster care completed a personal history questionnaire to obtain additional information regarding their experiences.

The data gathered from the two questionnaires and the interviews were used to help determine the credibility of the sample novels which depicted foster home situations. A content analysis of the twenty-three adolescent fiction novels was conducted.

The conclusions of this study were that there were aspects of real life which were portrayed by the authors of the three sample novels, according to the responses made to the books by adults who had experienced foster care and the social workers. However, authors of adolescent literature need to become more informed about the life experiences of the foster child in order to portray foster home situations as credible as possible. Only a small percentage of the twenty-three sample novels exhibited "excellent" overall literary quality, though many of the novels were considered "good".

Because this is a sensitive area for many children involved in foster care placement, an implication of this study was that caution should be used when introducing novels of this genre to children, particularly young adolescents who may be experiencing difficult situations within their home life.

DIFFERENCES IN LITERARY RESPONSE TO A FAIRY TALE AND AN INSTRUCTIONAL STORY BY FOURTH-GRADE READERS

Order No. DA8219689

GROSS, JACQUELYN LEE WAGONER, ED.D. *University of California, Los Angeles*, 1982. 111pp. Chair: Professor John D. McNeil

The primary purpose of this study was to investigate the differences in fourth-grade children's responses following the reading of two genres of story: a folk fairy tale and an instructional story. It was hypothesized that the fairy tale would have a measurably different effect upon the numbers of elements of response used by children, the accuracy and cogency of their statements about the stories, and the level of their social cognitive functioning. It was further hypothesized that fairy tale experience would result in greater diversity in use of elements, greater accuracy and cogency, and higher levels of social cognition for each of the stories.

To test these hypotheses, 40 fourth-grade children were randomly selected. The subjects read each story and were interviewed. Their statements were classified and group profiles of response were developed for each story. Data were statistically tested using the Wilcoxon Matched Pairs-Signed Ranks Test and *t*-tests for independent and non-independent samples.

The data revealed no significant differences between story response in diversity of elements used. Nor was a significant difference found in accuracy of perception scores. A significant difference was found, however, in cogency of response in favor of the fairy tale. A significant difference was also found at the subjective level of cognitive functioning in favor of the fairy tale.

When more experienced and less experienced subgroups were analyzed separately, it was found that more experienced subjects used significantly more elements in response to the fairy tale than to the instructional story. It was also found that experienced subjects responded to the instructional story with significantly greater

percentages of accuracy of perception. They also scored significantly higher at the perceptual level of social cognition when responding to the instructional story. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

THE EFFECTS OF READING LITERATURE AND TEACHING CONCEPT DEVELOPMENT ON NINTH GRADERS' ATTITUDES TOWARD THE MENTALLY HANDICAPPED

Order No. DA8220933

HEITZMAN, JUDY PAGE, ED D. *Boston University School of Education*, 1982. 275pp. Major Professor: Dr. Thomas G. Devine

The study's purpose was to test the effect of reading fiction and teaching concept development on selected ninth graders' attitudes toward the mentally handicapped.

Fifty-three freshmen from a small suburban town south of Boston participated in the eleven week study and read fiction depicting mentally retarded characters in a positive manner. The literary works were of mixed genre: three selections were novels and three were short stories. All were chosen on the basis of the Fry readability formula, content, education professionals' recommendations, and availability of the books in paperback. A plan of study was developed in which students were introduced to concept development, a way to familiarize the pupil with the strategies of synthesis. It was hypothesized that the transactional process of reading literature, when supplemented with experience in developing concepts, would engage both mind and sensibilities, cognition and affect, and result in a modification of attitude toward the mentally handicapped.

A sample of fifty-three students, 36 in the experimental group and 17 in the control group, enrolled in four college preparatory ninth grade classes consented to participate in the study. One Level 1 and one Level 2 class, tracked on the basis of *SRA Tests of Educational Ability and Reading Comprehension*, were randomly designated as the treatment group; two similar classes were designated as the control group. Students completed the *Attitude Toward Disabled Persons - Form O - Mentally Retarded* attitude scale, the dependent measure, as pretest and posttest.

The analysis of covariance test showed reading fiction and teaching concept development effected no statistically significant change in ninth graders' attitudes toward the mentally handicapped. In addition, no significant relationship was found between attitude and age, educational ability, sex, or previous contact with mentally handicapped. A relationship significant at the .05 level was found between reading comprehension and attitude for the experimental group and for girls.

An informal analysis presented a more subjective view of the subjects' attitudes toward the mentally handicapped.

PATTERNS OF RESPONSE TO LITERATURE: A ONE-YEAR STUDY OF A FIFTH AND SIXTH GRADE CLASSROOM

Order No. DA8222100

HEPLER, SUSAN INGRID, PH.D. *The Ohio State University*, 1982. 346pp. Adviser: Charlotte S. Huck

Using ethnographic methods, this study explored patterns in middle grade children's responses to literature. Major purposes were to identify response behaviors, compare reader responses and changes in responses, and to discover patterns related to classroom contexts.

The investigator observed and interviewed 25 children in a self-contained classroom featuring a literature based reading program. Children's written and artistic productions, informal and formal discussions, and behaviors with literature were recorded.

Findings indicate that children responded to literature in many social ways. Children chose where to read, with whom to read, what to read, how and what to recommend, and what to value according to complex peer and classroom relationships. The teacher made various uses of this social context for reading so that all children felt positively about reading and exhibited growth during the year.

Typical responses to the content of literature were observed such as children's combining subjective and objective criteria when evaluating books. Children's statements revealed an awareness of differences among books in plot and character development, theme, author style and tone. In addition, children categorized literature and literary features in unique ways.

Changes in reader behaviors during the year included children reading with more and with greater attachment, participating more consistently in discussion, and reflecting more readily on books which they chose to read above those which the teacher read to them. In addition, the teacher categorized readers (e.g., as catalysts, pliable readers, the Gang of Four) and noted patterns in these readers.

The teacher influenced response by valuing reading, providing books, encouraging discussion and extension, and reading aloud. The teacher also encouraged enjoyment while developing childrens thinking through questions and assignment.

The kinds of children's responses and the evolution of response in this study suggest that middle grade children can build complex literary understandings and a positive attitude toward reading in the social context of this literature-based classroom reading program.

PROBLEM SOLVING USING CHILDREN'S LITERATURE: A CURRICULUM PLAN FOR THE PRIMARY GRADES

Order No. DA8216608

IACCONI, ROSEMARY R., PH.D. *The University of Akron*, 1982. 208pp.

Because students completing the educational process must effectively live in a complex society where decisions must be made, it becomes evident that a major task of the schools must be to enlighten pupils in a decision making process. The process must be generic, thus enabling students of any age to learn a decision making procedure applicable to any situation.

A generic curriculum model designed to teach a decision making process was developed within this study. The decision making steps were accompanied by a questioning strategy meant to aid in the implementation of each step. Children's literature presenting realistic problem situations in the areas of emotional development, family relationships, male-female roles, and exceptionality was used as the vehicle for the curriculum model. One children's picture book showing each of the problem categories was selected. An individual lesson plan was developed for each book showing the decision making steps as applied through the questioning stragegy.

MALE AND FEMALE SEX ROLES IN LITERATURE FOR ADOLESCENTS, 1840-1972: A HISTORICAL SURVEY

Order No. DA8218862

KAUFMAN, MELISSA MULLIS, PH.D. *Duke University*, 1982. 437pp. Supervisor: William H. Cartwright

The purpose of this study is to add to an understanding both of adolescent literature and of sex role portrayals in the literature by answering two broad questions: whether differences exist between male and female portrayals and the degree of these differences, and whether changes have occurred in these portrayals over the 132-year period examined. A comprehensive reading list was formed by using several sources: Jacob Blanck's *Peter Parley to Penrod*, and dissertations by Stephen Dunning, Dorothy Petit, Alfred Muller, and Joseph Rabe. Five topics are examined: relationships between parents and children, relationships between friends, initiation into adulthood, male portrayals in girls' books compared to female portrayals in boys' books, and ideal male and female characteristics.

The dissertation has five major conclusions in regard to differences between portrayals and changes in portrayals: (1) Both mothers and fathers are shown to be perfect in the earliest books, are more flawed in later books, and are most negatively portrayed in modern books. Sex role stereotypes do not undergo any significant change. (2) Girl friends are more expressive of feelings for each other than are boy friends. As books become more modern, friendships become negative, with more callousness and insensitivity shown in girls' friendships, more competition in boys'. (3) Many different experiences are shown to be initiations into manhood, but initiation into womanhood is limited to involvement with a man, marriage, or childbirth. (4) Despite a core of positive portrayals of girls in boys'

books, the overwhelming, most constant attitude toward girls is scorn and contempt. Males have remained much more important in girls' books than girls are in boys' books. (5) Throughout the period, ideal males remain adventurous, physically able, resourceful, and ashamed of tears. Female ideals undergo many more changes than do male ideals, with the earliest ideal being modest, religious, and meek, later ideals becoming cheerful, bright, and assertive, and modern ideals being unsure of and dissatisfied with themselves but later developing feelings of self-worth.

On the whole, stereotypes appear to become more, not less, entrenched as books become more modern.

RADICAL AND REVISIONARY: AN EXAMINATION OF FEMINIST LITERARY CRITICISM, ITS THEORY, STYLE, AND POLITICS

Order No. DA8217536

KNEPPER, MARTY STEELE, PH.D. *The University of Nebraska - Lincoln*, 1982. 375pp. Adviser: Julia Penelope

For centuries, women have protested male domination of literary criticism. Not until recently, however, did a full-scale feminist literary criticism evolve, a result of the women's movement, the establishment of feminist presses and women's studies, and the gaining, by women, of power in organizations like the MLA. This new, proliferating feminist criticism, which began in the 1960's, is a reaction to criticism of the past. Feminist critics are examining, for example, non-canonical women's literature, including works by lesbians, women of color, and working-class women; they are analyzing, too, how sexual politics has adversely affected the lives of literary women. Unlike critics of the past who have often been misogynist, patronizing, or silent about women, feminist critics are challenging sexist interpretations, asking probing questions about women and literature, and developing new critical theories with women as central, not peripheral, to them. Feminist critics have, of course, drawn on criticism of the past for concepts and methods, particularly romantic criticism, historical/biographical criticism, sociological criticism, and psychological criticism. Yet there are departures from the past, differences that define feminist criticism. Unlike other criticism, feminist criticism focuses on women. Furthermore, its ideas, and its style, reflect its philosophy that "the personal is political" and that the study of literature cannot be separated from our lives and from our culture that, through the institutions of patriarchy and capitalism, denies women power, autonomy, and significance. The fact that feminist criticism is a personal and political criticism is both a problem and a strength. As feminist criticism moves into the 1980's, many persons are threatened by its politics and feel criticism should not blur the line between literary criticism and personal issues like sexuality. Yet because it speaks, at long last, about the politics of literature and life and examines literature from women's perspectives, feminist criticism is an intellectually invigorating criticism, challenging critical concepts such as "tragedy" and developing a new personal and political style of criticism consistent with feminist politics. Feminist criticism is, in short, a radical and revisionary criticism. Because of its emergence, literature will never be the same, for women or men.

THE FORMAL OPERATIONAL DEMANDS OF LINGUISTIC CONNECTIVES IN PROSE TEXT

Order No. DA8213614

MILLER, NORMA S., PH.D. *Fordham University*, 1982. 332pp. Mentor: Lillian Restaino-Baumann

The purpose of this study was to determine the relationship between mastery of a linguistic connective, its specific formal operational analogue, and the complete formal operational structures of adolescent thinking.

Specifically, the study analyzed the relationship between the comprehension of the linguistic structure, Disjunctive Absence, specific mastery of its cognitive analogue, the formal binary operation, Incompatibility, and mastery of the total formal operational structure of the 16 binary operations.

Disjunctive Absence was presented in texts of varying levels of familiarity to test the Piagetian hypothesis that the formal reasoner can ignore the content of a pair of statements and treat their propositions as abstract.

The independent variables in this study were: (1) Students' levels of formal operational thought as demonstrated by their performance on Piagetian tasks measuring general functioning with 16 binary combinations; (2) Student competence with the specific language-related formal operation, Incompatibilty.

The dependent variable was the students' levels of comprehension of Disjunctive Absence as measured by the *Linguistic Structure Test*.

The subjects for the investigation were selected from 210 seventh-grade students attending two junior (K-8) schools in Hudson County, New Jersey. The final sample included 53 male seventh graders and 52 female seventh graders, ranging in age from 12.1 to 14.0 years.

The results indicated that when familiar terms were used in the *Linguistic Structure Test*, scores for concrete operators who mastered Incompatibility were not significantly different from scores for formal operators who mastered Incompatibility. However, the scores on the *Linguistic Structures Test*, familiar referents, for concrete operators who passed the *Incompatibility Test* were also not significantly different from scores for concrete operators who failed the *Incompatibility Test*.

Scores on the *Linguistic Structure Test*, unfamiliar referents, were significantly higher for formal operators who passed the *Incompatibility Test* than scores for both concrete operational groups.

The findings provide support for the necessity of an optimally functioning complete formal operational structure for consistent mastery of the connective, Disjunctive Absence, in all contexts. Nevertheless, concrete operators who demonstrated mastery of the Incompatibility rule appeared to constitute a transitional group capable of partial comprehension of Disjunctive Absence in familiar contexts.

CHANGES IN ADOLESCENT LITERATURE WITH HOMOSEXUAL MOTIFS, THEMES, AND CHARACTERS

Order No. DA8213909

MITCHELL, JUDITH NAUGHTON, PH.D. *The University of Connecticut*, 1982. 121pp.

The first books which hinted at homosexuality met with lively and even fearful debate conducted among librarians, educators and, ultimately, parents. Since their appearance, however, the subject of homosexuality has received increased attention and some attitudes toward it may have changed. More recent books alter plots and themes. For the scholar engaged in looking at this area of literature a pivotal question seems to be: what attitudes toward what components of fiction can be isolated and tested, to detect what, if any changes have occurred?

This particular study looks to the 1973 decision on the part of the American Psychiatric Association to delete homosexuality as an illness per se, and examines the literature prior to and after that decision to see where changes have occurred with reference to nine specific dependent variables.

The variables themselves are comprised of nine literary components which can be both isolated and measured. The independent variable is the year of publication. The analysis of variance has been used to test a hypothesis with multiple subsections in order to ascertain whether or not the date of the novel's publication (with reference to the 1973 A.P.A. decision) has a connection to the attitudes towards homosexuality within the novel.

The results of the research indicate that very little concrete change has occurred. The one clear-cut exception to this general pattern has to do with the permanence of homosexuality as a component of resolution; after 1973 more characters are homosexual by definition, rather than as a temporary phase. There may also be some shift in the receptiveness of the social context, the degree of positive self-conflict, and the degree to which homosexual behaviour is rewarded or punished. There was no significant change in the importance of home background, the degree of plot manipulation, the influence of an older character, or the amount of graphic detail.

AWFUL FUN: CHILDHOOD IN NINETEENTH CENTURY CHILDREN'S LITERATURE

Order No. DA8218365

SHEPHERD, RENEE MIRIAM, PH.D. *University of California, Santa Cruz*, 1981. 209pp.

This thesis explores changing conceptions about childhood in 19th century English culture as manifested in the rapid growth of children's literature. Beginning with Ariès contention that serious adult attention to childhood has been a significant new focus in the modern industrial world, the thesis builds on Lovejoy and Boas' discussion of cultural primitivism. Specifically, the thesis takes up Boas' identification of the child as a major 19th century exemplar of primitivism. Part I discusses 18th century cultural background, exploring the primitivism of the Noble Savage convention in voyage literature, and the association of this stereotype with the "Natural Child" of the Romantic poets. In this context Rousseau's assessment of childhood is discussed, along with its popularization in England. The antiprimitivism of the Calvinist Evangelical movement is then explored in its negative assessment of childhood and the primitive as inherently sinful and dangerous.

Part II examines representative children's texts as an index of the pervasive changes in the nature and status of childhood in the English cultural imagination of the 19th century. Four areas of concern are explored in the stories: the moral status of childhood; the degree of autonomy and freedom given childhood; the nature of the subject matter children are exposed to (what was considered "suitable"); and the value of childhood in relation to adult life.

In the early decades of the 19th century, Evangelical authors portrayed childhood as uncontrolled, dangerously willful and very close to original sin, thus requiring constant adult supervision. Children's stories were heavily prescriptive, filled with moral religious admonition. This early didacticism was paralleled by the English adherents of Rousseau who modified his ideas to suit their own conceptions. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

THE EFFECTS OF SYSTEMATICALLY CALLING ATTENTION TO PRINT IN BOOKS ON YOUNG CHILDREN'S AWARENESS OF PRINT AND CONCEPTS OF READING

Order No. DA8222279

TEVIS, GLENNA JANE, PH.D. *The University of Iowa*, 1982. 356pp. Supervisor: Professor Louise S. Beltramo

The purpose of this study was to investigate young children's awareness of print and concepts of reading in light of three strategies of reading books to them. Specifically, it attempted to answer three questions: What is the relationship between a young child's awareness of print and the child's concept of reading? What are the effects of systematically calling attention to print in books on a young child's awareness of print and concept of reading? What differences in awareness of print and concepts of reading occur between three-year-old and kindergarten children?

The subjects were twenty-four three-year-olds and twenty-four kindergarteners who were unable to communicate or demonstrate the idea that it is printed words that people read. The treatment consisted of twelve reading sessions with each subject over a four-week period. With the subjects of the Passive Experimental Group, the reader pointed to the text of the book as it was read. With the subjects of the Active Experimental Group, the reader not only pointed to the text but also involved the subjects in interaction with the text. With the subjects of the Control Group, the reader neither pointed to the text nor commented on it.

Following the treatment period, each subject was asked to: (1) sort photographs into two groups--one of readable objects and reading situations and one of non-readable objects and non-reading situations; (2) name items on four cards--items which included both objects and words; (3) "read" a familiar book aloud; and (4) answer several questions about reading.

Both awareness of print and concepts of reading were more highly developed in the kindergarteners than in the three-year-olds. Within age groups, differences in mean scores on the four tasks favored the three-year-old boys and the kindergarten girls. Between treatment groups, differences favored the subjects of the Active Experimental Group. The findings of this study substantiate the evidence that reading experiences with adult interaction are crucial for children's development of both accurate concepts of reading and the ability to talk about reading.

RESPONSES OF COMMUNITY COLLEGE READERS TO A SHORT STORY WHEN AUDIENCE EXPECTATIONS ARE NOT KNOWN: NEUTRAL CORNERS FOR OBJECTIVE AND PRAGMATIC CRITICISM

Order No. DA8207731

WADE-MALTAIS, JOYCE, PH.D. *University of California, Riverside*, 1981. 120pp. Chair: Professor Dan Donlan

This study was undertaken to determine whether responses of four groups of community college students to a short story would converge towards the text, regardless of the instructional approach; whether students' public responses would converge towards instruction while their private responses converged towards the text, when no audience expectations were provided. If there was a method effect, was it due to text, teaching style or a combination of these? If there was a method effect, did it interact with sex?

Eighty-six subjects randomly selected from the population of students enrolled in English classes, were randomly placed, in nearly equal numbers of males and females, into three treatment groups and a control group. Two of the treatment groups were taught the story by the same teacher from two different critical approaches; the third treatment group read the story without instruction, and the control group did not read the story. An attitude questionnaire was administered to all groups before the treatment.

After treatment over four consecutive days, a response preference measure keyed to the Purves-Rippere categories was administered to all groups, to test for effects of teaching or text on subjects' private responses. Speaman's Rank-Order Correlation was used to determine the degree of similarity, among groups and between sexes, in response preference rankings. To test for effects of teaching or text on public responses, short free-response essays about the story, written by subjects in the treatment groups, were rated by trained readers. Two sets of ratings were applied to each essay: (1) classification by response category, and (2) holistic scoring on performance quality. Chi square tests were computed for independence of essay response categories. Analysis of Variance was used to assess whether treatment or sex significantly affected essay performance.

The results indicated a positive relationship among the response preference rankings, by subjects in the treatment groups. Essays in the instructional treatment groups showed a trend towards effects of teaching; essays in the treatment groups were mainly in the interpretation and evaluation categories. No correlation was found between sex and response preference or between sex and essay performance.

GOALS FOR TEACHING LITERATURE TO COLLEGE-BOUND STUDENTS: AN INVESTIGATION OF PRIORITIES AS PERCEIVED BY HIGH SCHOOL TEACHERS, COLLEGE PROFESSORS, AND COLLEGE STUDENTS

Order No. DA8224578

WALKER, HARRIET THOMAS, PH.D. *University of Idaho*, 1982. 120pp. Chairman: Edward L. Kelly

The purpose of this study was to determine the ordering and relative importance of selected goals for the teaching of literature to college preparatory high school classes. These goals were: the ability to evaluate reading material according to literary merit, an appreciation of good literature as a valuable aesthetic experience, an awareness of different cultural traditions, a familiarity with the works of great authors, an insight by the student into his or her own value system, better and more creative student writing through the use of models of good writing, a continuing interest and enjoyment in reading, an understanding of the aspirations that are common to all people, and the ability to read with understanding through the development of a better vocabulary and better reading comprehension. The study further sought to determine if the ordering of the goals was affected by the respondent's sex, age, or educational background.

To answer the questions under study some 420 statistical hypotheses were tested at the .05 level of significance using a two-tailed test of significance. The statistical hypotheses dealt with the ranking of the goals for teaching literature to college preparatory high school students, the rated importance of those goals, and the ranking of categories of goals as perceived by groups or sub-groups in the study.

Three groups of respondents comprised the subjects selected for this study. In the first group were teachers of college preparatory high school English classes, in the second were professors of literature at three state universities, and in the third were students enrolled in freshman English classes at one of the universities.

Results indicated that within any group of respondents there were no consistent significant differences. There were significant differences between the three groups. University students differed significantly from high school teachers in their ranking of six of the nine selected goals and one of the three categories. University students differed significantly from university professors in the ranking of three of the nine goals. University professors and teachers of college preparatory students did not differ significantly.

THE PORTRAYAL OF BLACKS, MEXICAN-AMERICANS, AND INDIANS IN SELECTED TEXAS-ADOPTED SECONDARY AMERICAN LITERATURE TEXTBOOKS Order No. DA8219485

WALKER, MYRTLE LEE GARNER, ED.D. *East Texas State University*, 1982. 149pp. Adviser: Dr. Dennis McCabe

Purpose of the Study. The purpose of the study was to analyze and compare the portrayal of Blacks, Mexican-Americans, and Indians in selected Texas-adopted secondary American literature textbooks used during a twenty year period to determine whether there was improvement in the representation of the three minority groups.

Procedure. The textbooks were analyzed using the Evaluation Coefficient Analysis (ECO) procedures which included perusing the preface, the selections and the information about each writer to find positive, negative, and neutral terms about each of the minority groups. The rater recorded the terms on a score sheet and the scores were tabulated for each minority group for each textbook. The ECO Analysis formula was used to compute the figures and obtain a score in the form of percentages.

Findings. The data revealed that the Blacks were favorably represented in ten of the eighteen textbooks and unfavorably represented in three of the eighteen textbooks analyzed. The group had an insufficient amount of material presented in two of the textbooks and were omitted from three of the eighteen textbooks analyzed. The Mexican-Americans were favorably represented in four of the eighteen textbooks and were unfavorably represented in two of the eighteen textbooks analyzed. The group had an insufficient amount of material presented in two of the textbooks, were neutrally presented in one textbook and were omitted from nine of the eighteen textbooks analyzed. The Indians were favorably represented in six of the eighteen textbooks and were unfavorably represented in five of the eighteen textbooks analyzed. The Indians were insufficiently represented in four of the textbooks and were omitted from three of the eighteen textbooks analyzed.

Conclusions. The Blacks were represented better than the Mexican-Americans and Indians, but the data revealed that there still was a lack of cultural sensitivity in American literature during the investigated adoption periods which provided many children in Texas with a negative or no impression of Blacks, Mexican-Americans, and Indians. The textbooks have provided children with measurable unfavorable attitudinal perceptions of the three minority groups.

THE DIFFERENTIAL EFFECTS OF INTERSPERSED QUESTIONS ON LEARNING FROM TEXT

Order No. DA8214312

WOOD, KAREN DUTSON, PH.D. *University of Georgia*, 1982. 189pp. Directors: John E. Readence, George E. Mason

The purpose of this study was to investigate the differential effects of forced and unforced attention to interspersed postquestions on the comprehension and retention of 103 seventh grade subjects. A 2 x 4 x 2 analysis of variance with repeated measures was employed. The three factors were: (1) achievement level (good and poor readers), (2) treatment condition and (3) retention (short term and long term).

Four passages, excerpted from content area textbooks on the Georgia State-Approved Textbook List, were modified according to the four treatment conditions. The treatment conditions were: (1) NQ--no questions in the text (the control condition), (2) QNR--questions-no review, wherein the segment of text and the question appeared on separate pages and subjects could not look back or ahead, (3) QR--questions-review, wherein the segment and the question appeared on the same page and subjects could look back in the segment for the answer and (4) QRW--questions-review-write, wherein the segment, the question and three lines appeared on the same page and subjects could look back in the text and write their answers on the lines provided. Subjects took a multiple-choice test on each passage immediately after reading and again two weeks later. Subjects were randomly assigned to one of four treatment orders such that each subject experienced all four treatment conditions across the four experimental passages.

Statistically significant main effects were noted for all three factors tested with no significant interactions between the variables. Further analyses produced reliable differences for the treatment conditions across subjects (good and poor readers) on short term and long term retention (considered together) and on short term retention. Similar results were demonstrated for good readers on short term retention and on short term and long term retention (considered together). No significant effects were indicated for long term retention and no statistically significant differences appeared for the poor readers experiencing the various treatment conditions. A Scheffé multiple comparison test revealed that in all instances where significant differences appeared, the QRW (questions-review-write) treatment groups exceeded the NQ (no questions-control) treatment groups. The data revealed no significant differences between the other treatment conditions.

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